

## Louisiana RTI Survey

RTI Summer Institute  
Crowne Plaza, Baton Rouge, LA  
June 14-15

Diana Jones, PhD  
State RTI Coordinator  
Literacy

## Background

- **PURPOSE:** To provide the Louisiana Department of Education (LDOE) and its stakeholders a summary of Response to Intervention (RTI) implementation in districts across the state. The results will be used to:
  - Determine how to best allocate resources to support RTI implementation in LEAs and schools
  - Develop a statewide action plan for RTI professional development, technical assistance, and resource development

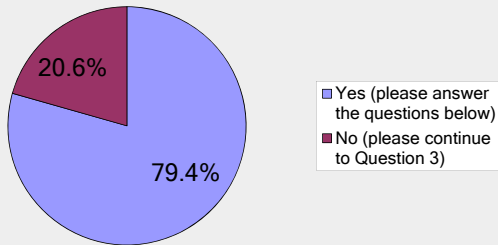
## Background

- Developed by the LA RTI Leadership Team with NCRTI Guidance
- Distributed through LDOE
- Data Collection: October 5-29
- Follow-up calls conducted with several districts conducted by Diana

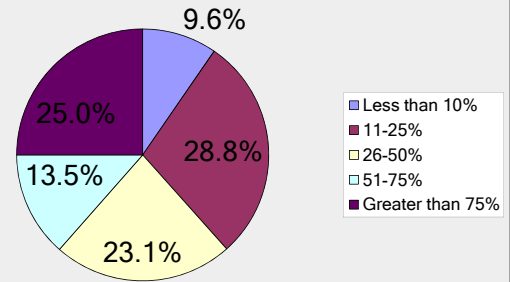
## Response Rate

- 90% district completion rate (64 out of 70) excluding SSD
- Three large districts and two small districts did not complete the survey
- One district submitted a paper copy of the survey

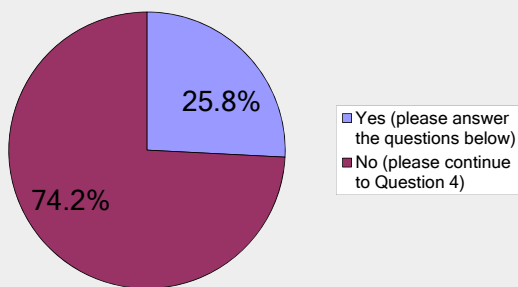
**2. (a) Does your district have a district supervisor, coach, or assigned person for RTI?**



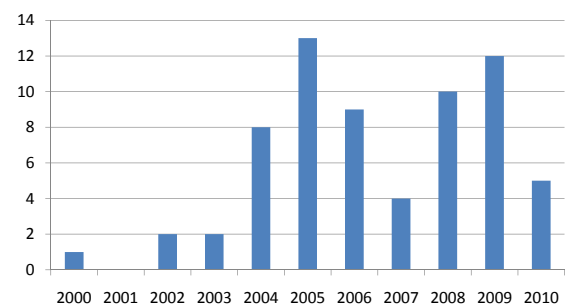
**2. (c) What percentage of this position's time is dedicated to RTI responsibilities (select one)?**



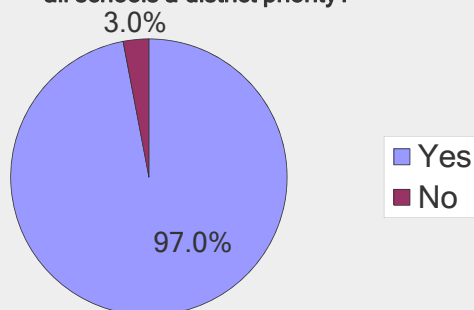
**3. (a) Does your district contract with an outside RTI consultant or trainer?**



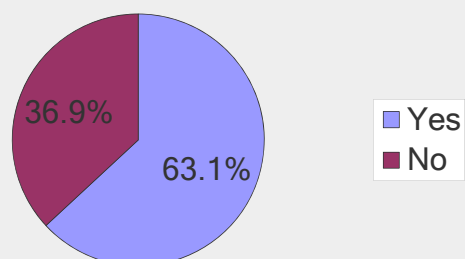
**4. When did RTI implementation begin in your district?**



5. Is school-wide RTI implementation in all schools a district priority?



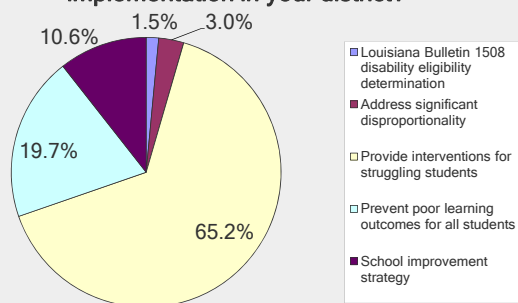
6. Does your district have a published district framework or model (e.g., guidance document)?



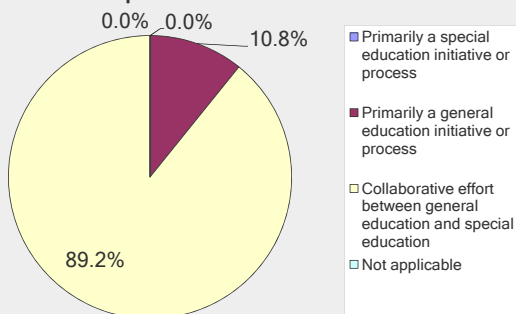
7. What supports has the district provided to support school level RTI implementation? (Select all that apply)

Ongoing professional learning for district staff	80.3%	53
Ongoing professional learning for school	77.3%	51
Ongoing professional learning for teachers	87.9%	58
District created resources and tools	59.1%	39
Instructional Coaches	71.2%	47
Interventionists	83.3%	55
Funding	72.7%	48
Intervention materials	92.4%	61
Policies and procedures	66.7%	44
District-wide data systems	71.2%	47
Progress monitoring tools	93.9%	62
Screening tools	84.8%	56
Website	19.7%	13
Other (please specify)		11

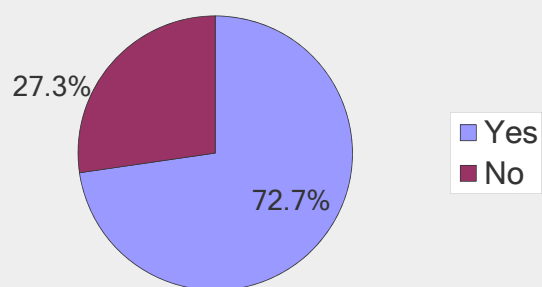
8. What is the primary purpose of RTI implementation in your district?



**9. Please select which best describes RTI implementation in the district.**



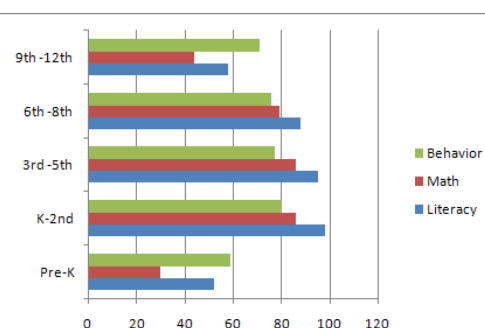
**10. Has the district collected data and evaluated the effectiveness of RTI?**



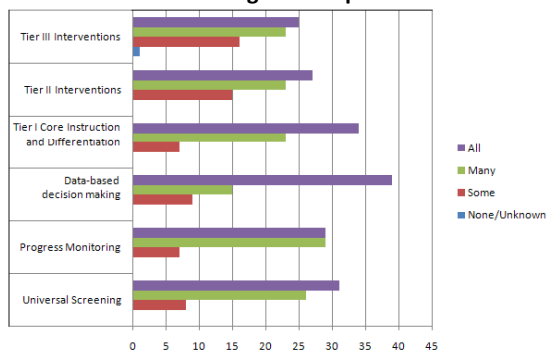
**11. Please select the funding sources used in the district to support RTI implementation.**

Title I	86.2%	56
Title II	36.9%	24
IDEA	90.8%	59
8 g	21.5%	14
ARRA	73.8%	48
School Improvement 1003a funds	12.3%	8
School Improvement 1003g funds	7.7%	5
State Grants (ELFA, ENFA, Reading First)	46.2%	30
MFP	53.8%	35
Other	18.5%	12

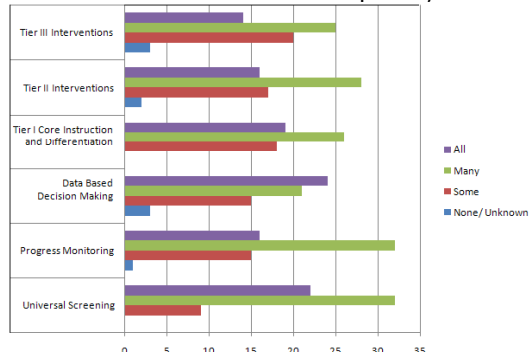
**12. Percentage of districts by grades and instructional domain for which RTI is being implemented at one or more schools in Louisiana district.**



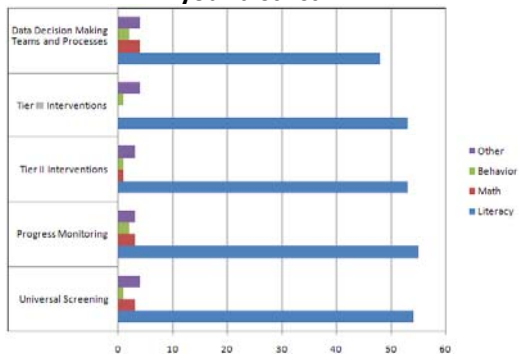
**13. Please indicate the number of schools in the district that received quality professional learning on the following RTI components.**



**14. Please indicate the number of schools in the district that are implementing the following with a high degree of fidelity (Fidelity means the component is implemented regularly as defined above and interventions are delivered 4 to 5 times per week).**



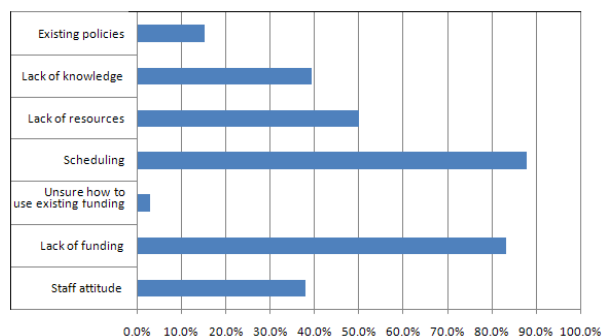
**15. Please select which RTI components are being implemented at one or more schools in your district.**



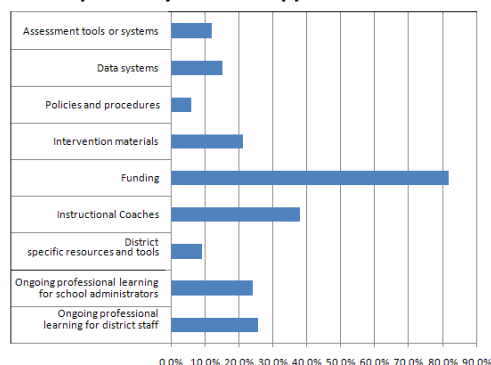
**16. Please select 'none, some, many, or all' to indicate the number of schools in your district where the following exists.**

Answer Options	None/Unknown	Some	Many	All
RTI in the School Improvement Plan	2	19	19	24
Academic Coaches who support the RTI process	7	17	27	14
Processes to ensure fidelity of implementation of RTI components (screening, progress monitoring, data decision making, and interventions)	3	16	29	16

**17. What are barriers to implementation of RTI in your district? (Select all that apply)**



**18. Select two resources from the following list that you feel would most benefit your district if the LDOE could provide you with support in that area.**



**Other Comments:**

- **Funding**
  - Funding other than existing sources
  - Funding is needed to continue and strengthen the implementation of RTI in literacy, math and behavior. Although we have sustained Reading First/ELFA and begun to provide RTI in math and behavior we need funding and assistance to continue.
  - Additional funding to increase Interventionists State-Wide Literacy and Math Universal Screeners/Data Systems for Elementary, Middle, and High Schools ,with embedded progress monitoring assessments, would most benefit all Districts.

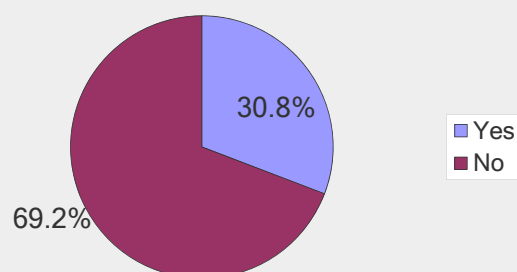
**Other Comments**

- **Professional Development**
  - Ongoing professional development for school leadership teams
  - Professional development and guidance from the state would be beneficial
  - All administrators need the same professional development as was received by principals of ELFA schools. Also, for reading, math, and discipline RTI to be properly implemented, a minimum of one person is needed in each school.
- **Guidance**
  - Specific guidelines in writing to help districts in developing policies and procedures.
  - For example, a template would be beneficial, as would meetings with the LDE staff.
  - Guidance in how to develop district resources
  - Need personnel in MFP formula to assist in RtI process in all school, especially at the elementary level.

## Other Comments

- **Training**
  - We would love to have an outside trainer/consultant come in to assist us!!!
- **Tools and Resources**
  - Universal screening tool for math and behavior
  - Having an RtI teacher in every school has been very beneficial in overall implementation and intervention fidelity
  - Sharing examples of exemplary RTI models state-wide would be helpful to all districts.
  - Instead of having to select from numerous vendors promoting the components of RTI, State endorsed RTI conferences/learning opportunities (including speakers/consultants), with nominal costs to local districts, would be most beneficial.
  - **Data systems** to track students from PreK- graduation

19. Have you created any resources or tools that are a part of your RTI process that you feel would benefit other districts?



## Current State Support

- RTI Policy
- Guidance documents
- 8<sup>th</sup> grade partnerships
- ELFA and ENFA schools
- RTI Coordinators across all goal offices
- Regional meetings of RTI Coordinators
- NCRTI Technical Assistance
- The RTI Summer Institute 2005
  - Sessions taped—will be on website
  - Expected to be annual or bi-annual event

## Website Resources

- National Center on Response to Intervention  
<http://www.rti4success.org>
- RTI Action Network [www.rtinetwork.org](http://www.rtinetwork.org)
- National High School Center [www.betterhighschools.org](http://www.betterhighschools.org)
- Center on Instruction [www.centeroninstruction.org](http://www.centeroninstruction.org)
- Florida Center for Reading Research <http://www.fcrr.org>
- Intervention Central [www.interventioncentral.org](http://www.interventioncentral.org)
- Dr. Joe Witt [www.joewitt.org](http://www.joewitt.org)
- Oregon Reading Center <http://www.reading.uoregon.edu>
- What Works Clearinghouse [www.whatworks.ed.gov](http://www.whatworks.ed.gov)
- TIERS Team -- Dr. Alan Coulter [www.accountabilitydata.org](http://www.accountabilitydata.org)
- Louisiana Dept. of Ed. [www.louisianaschools.net](http://www.louisianaschools.net)
  - RTI webpage—Adolescent Literacy Plan—Access Guide

